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# **GARDEN LANDSCAPE IDEAS**

Екатеринбург  
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МИНОБРНАУКИ РОССИИ

ФГБОУ ВПО «УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ЛЕСОТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

Кафедра иностранных языков

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# **GARDEN LANDSCAPE IDEAS**

Методические указания

по английскому языку для студентов 1, 2-го курсов Института леса  
и природопользования очной и заочной форм обучения.

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## UNIT 1.

### PARTS OF A TREE

#### Before you read

##### 1. Discuss these questions with your partner.

- What parts of a tree do you know?
- How do trees feed?

#### Reading

##### 2. Read the text and find information about the basic parts of a tree.

#### Parts of a tree

Trees come in various shapes and sizes but all have the same basic structure. They have a central column called the trunk. The bark-covered trunk supports a framework of branches and twigs. This framework is called the crown. Branches in turn bear an outside covering layer of leaves.

A tree is anchored in the ground using a network of roots, which spread and grow thicker in proportion to the growth of the tree above the ground. In a mature tree, most of the cells of the trunk, roots, and branches are dead or inactive. All growth of new tissue takes place at only a few points on the tree, by the division of specialized cells. These actively growing areas are located at the tips of branches and roots and in a thin layer just inside the bark. Lastly, trees have reproductive structures; either flowers or cones.

Leaves, bark, twigs and fruit can make quick work of tree identification. Shape, although not a tree «part», plays a key role in tree species characteristics.

Leaves are food factories of the tree. Powered by sunlight, the green substance in leaves, called chlorophyll, uses carbon dioxide and water to produce life-sustaining carbohydrates. The entire process is called photosynthesis. Leaves are also responsible for respiration and transpiration.

A tree's leaf is one major marker that helps in keying out and identifying any species of tree. Most trees can be identified by the leaf alone.

Leaves come in many shapes and sizes. The «star» shape of sweetgum is totally different from the heart-shaped leaf of an eastern redbud. Note that leaves can be described by observing their base, their margin and their tip or apex. Each characteristic has a name and is used a part of the identification process.

A leaf can either be simple (no extra leaflets) or compound (three or more leaflets). This leaf structure is always a help with tree identification because of each tree species' leaf structure.

Bark is a tree's natural armor and protects from external threats. Bark also has several physical functions, one is ridding the tree of wastes by absorbing and locking them into its dead cells and resins. Also, the bark's phloem transports large quantities of nutrients throughout the tree.

Xylem carries water and minerals from the roots to the leaves. Phloem carries manufactured food (sugars) from the leaves to the roots. The cambium (a watery layer only a few cells thick) is the generative layer, giving rise to both xylem and phloem.

### Vocabulary

#### 3. Check if you know the key words.

Anchor; armor; branch; cell; column cone; crown; leaflet; margin; nutrient; resin; root; stem; tissue; twig

#### 4. Match the words with their translation.

- |                     |                             |
|---------------------|-----------------------------|
| 1. Trunk (n);       | a) клетка;                  |
| 2. Branch (n);      | b) лист;                    |
| 3. Crown (n);       | c) зрелый;                  |
| 4. Roots (n);       | d) ткань;                   |
| 5. Mature (adj);    | e) дыхание;                 |
| 6. Tissue (n);      | f) биологический вид, виды; |
| 7. Leaf (n);        | g) крона;                   |
| 8. Respiration (n); | h) ствол;                   |
| 9. Species (n);     | i) ветка;                   |
| 10. Cell (n).       | j) корни.                   |

#### 5. Read the words in the box and complete the sentences below.

Flowers, marker, leaves, bark, phloem, roots,  
compound, nutrients, ~~trunk~~

1. Trees have a central column called the trunk.
2. A tree is anchored in the ground using a network of ...
3. Trees have reproductive structures: ... or cones.
4. A tree's leaf is one major ... that helps in identifying any species of tree.
5. A leaf can be simple or ...
6. ... protects from external threats.
7. The bark's phloem transports ... throughout the tree.
8. ... carries manufactured food from the leaves to the roots.
9. ... is responsible for respiration and transpiration.

### Test yourself

**6. Read the text again and say if the following sentences are true or false or if there is no information in the text.**

- 1) Plants can be of various shapes and sizes (t).
- 2) The central column of the tree is called the branch.
- 3) In a mature tree most of the cells of the trunk are active.
- 4) Small particles called chloroplasts are found in the leaf.
- 5) Roots are responsible for respiration.
- 6) Most trees cannot be identified by the leaf.
- 7) A leaf can be simple or basic.
- 8) Green substance in leaves is called photosynthesis.
- 9) The bark phloem transports nutrients throughout the tree.

**7. Write an appropriate noun for each of these definitions.**

- a) The part of a tree which is under the surface ...
- b) The small green things on plants and trees ...
- c) A part of a tree which has leaves on it ...
- d) The tall, round, central part of a tree ...
- e) The hard outside surface of a tree ...

### Speaking: Parts of a Tree

**8. Describe the basic parts of a tree using the pictures.**

### Writing: Business Letters.

**9. Match the numbers (1-6) with the letters a-f.**

(1) New Jersey Power Company

5695 South 23<sup>rd</sup> Road

Ridgefield, (2) NJ 08976

(3) Mr. Frederick Morris

(4) Director of Market

Smith Printing Company

673 (5) Sixth Avenue

Milwaukee, (6) WI 53205

- a) the addressee's position;
- b) the street name in the mailing address;
- c) the ZIP Code in the return address;
- d) the addressee's name;
- e) the sender;
- f) the ZIP Code in the mailing address.

## **UNIT 2.**

### **ORNAMENTAL PLANTS**

#### **Before you read**

##### **1. Discuss these questions with your partner.**

- What are ornamental plants?
- Where can you use them?

#### **Reading**

##### **2. Read the text and find information about ornamental plants.**

#### **Ornamental Plants**

When planning the appearance of their flower garden, people often consider a number of aspects such as colour combinations and the visual effects of adjoining certain species. They also consider how much sunlight or shade specific plants need in order to allocate a suitable patch of land.

Most gardens are known to comprise a range of natural as well as artificial features. Ornamental plants can include native species or species brought from abroad, known to adapt well to the British climate. They are planted freely or in designated areas such as borders, under trees or along fences. Alternatively, they are kept in flower beds or other containers such as pots.

According to their lifespan, ornamental plants can be:

- Perennial (trees, shrubs), when they live for more than two years;
- Biennial, when it lives for two years;
- Annual, living for one year and spreading by producing seeds.

According to their growing habits, ornamental plants can develop vertically or horizontally. When growing vertically, they can be supported by their own stems or alternatively, climb or hang down from other surfaces located in the vicinity (plants, trees, walls etc.), such as ivy, which adorns the façade of many British homes. When growing horizontally, they sometimes cover the ground and are referred to as mat forming; a number of plants native to marshlands and woodlands are known to develop this way. Many plants form clusters when flowering.



Usually, ornamental plants don't require fertilisers in order to grow properly, if the soil is suitable for their specific needs. Growers should always be informed with regards to their plants' auspicious environment, especially if they are foreign varieties and may have certain difficulties adapting to local natural conditions. Creating a humid environment is very important for the wellbeing of plants which originate from water saturated settings.

Aside for ornamental plants, many people nowadays plant vegetables and some even have orchards, if the space allows tree planting. Ornamental trees are common as well and are usually selected in accordance with the regional flora. Hedges are an archetypal feature of urban gardens, yet are seen in the countryside as well, where they tend to grow freely, known as hedgerows. In urban areas, they are customarily trimmed to fit between certain parameters of height and appearance. Tidy lawns are also associated with urban areas, many rural properties tending to comprise large patches of grassland with a natural charm.

## **Vocabulary**

### **3. Check if you know the key words.**

Adjoin; allocate; annual; bed; consider; feature; ivy; lawn; marshland; perennial; patch; pot; select; shrub; support; trim; value.

### **4. Translate into English.**

Декоративные растения, однолетние и многолетние растения, искусственный, эстетическая ценность, живая изгородь, подрезать, участок, по продолжительности жизни, местное растение, плющ, благополучие.

### **5. Match the words with their translation.**

- |                   |                        |
|-------------------|------------------------|
| 1) marshland (n); | a) включать;           |
| 2) trim (v);      | b) участок;            |
| 3) feature(n);    | c) местное (растение); |
| 4) patch (n);     | d) клумба;             |
| 5) bed (n);       | e) развиваться;        |
| 6) pot (n);       | f) болото;             |
| 7) fence (n);     | g) подрезать;          |
| 8) native (adj);  | h) особенность;        |
| 9) develop (v);   | i) горшок;             |
| 10) include (v).  | j) забор.              |

### Test yourself

**6. Read the text again and say if the following sentences are true or false or if there is no information in the text.**

1. Most gardens are known to comprise a range of natural as well as artificial features.
2. Perennial plants live for one year.
3. Annual plants live for more than two years.
4. Nowadays, many people tend to landscape and adorn their gardens with artificial features.
5. According to their growing habits, ornamental plants can develop vertically or horizontally.
6. Many plants form clusters when flowering.
7. Usually, ornamental plants require fertilisers in order to grow properly.
8. Creating a humid environment is less important for the wellbeing of plants which originate from water saturated settings.

### Speaking

**7. Give a summary of the text using the plan:**

1. The title of the text is ...
2. The main idea of the text is ...
3. The purpose of the text is to give the reader some information on ...
4. The text can be divided into ... parts.
5. Firstly ...
6. Secondly ...
7. Thirdly ...
8. Finally ...
9. I found the text (easy/hard to understand, interesting, informative, of no value).

### Writing: Business Letters.

**8. Match the numbers (1-6) with the letters a-f.**

(1) Slembrouck BVBA

187 Violetstraat,

(2) B-1000 (3) Brussels

Belgium

(4) ABC

186 (5) Park Lane

Bristol (6) BS28BE

UK

- a) the town the letter comes from;
- b) the street name in the mailing address;
- c) the ZIP Code in the return address;
- d) the addressee;
- e) the sender's company name;
- f) the ZIP Code in the mailing address.

### **UNIT 3.**

#### **GARDEN DESIGN IDEAS**

##### **Before you read**

##### **1. Discuss these questions with your partner.**

- Do you have your own garden?
- Is it a perennial garden?

##### **Reading**

##### **2. Read the text and name the steps in garden design.**

#### **Garden Design Ideas**

If budget is a major obstacle and an individual is searching for some garden design ideas for a low maintenance garden then he should consider having a perennial garden respectively. This type of garden is appropriate one and will lessen the task of watering and weed pulling as well. The perennial flowers are the perfect choice for a garden and they look elegant too. Nowadays, many people are going for a perennial garden, because it's not easy to maintain a garden and that it is one the suitable for landscape design ideas as well.

Before an individual incorporates a perennial garden, he needs to choose the area within the garden where landscape design would be done. Choosing a site is a critical factor and will determine the success of a perennial garden. Moreover, he needs to think about the visibility aspect and ease of access aspect from the street as well. As soon as a person starts to create a perennial garden, he should place a non-woven black polypropylene landscape fabric over the soil. This fabric will reduce the possibility of weeds growing in the garden, permit the water to get soaked up within the roots, as well as absorb heat in cooler temperatures. After this, he should purchase non-biodegradable material from a garden centre. This material should be spread in a way that it should weigh three ounces per square yard respectively.

After the material has been laid on, a person should measure the planting area and then break away any compressed soil and remove weeds if they are present. He should mix peat moss into the soil if it is needed. Then he should

spread the landscape material and secure its corners through metal stakes. In the next step, he should draw a sketch on the material with a chalk. Then cut out the pattern to reveal the holes and plant evergreens or plants in the holes. Lastly, he should space up the plants pertaining to the recommendations that are present on the labels.

Therefore, a perennial garden is simple to develop and if a person provides mulch, fertilizer and water on time, then it will be kept healthy and last long as well.

## **Vocabulary**

### **3. Check if you know the key words.**

Determine; develop; fabric; maintain; major; obstacle; permit; pertain; pull; reduce; site; success; visibility; weed.

### **4. Translate into English.**

Многолетние растение, участок для посадки, более прохладные температуры, выбор, главное препятствие, вечнозеленое растение, удалять сорняки.

### **5. Match the words with their translation.**

- |                     |                 |
|---------------------|-----------------|
| 1) fabric (n);      | a) многолетний; |
| 2) determine (v);   | b) ткань;       |
| 3) measure (n);     | c) измерять;    |
| 4) cut out (v);     | d) покупать;    |
| 5) place (v);       | e) создавать;   |
| 6) weed (n);        | f) размещать;   |
| 7) purchase (v);    | g) вырезать;    |
| 8) site (n);        | h) определять;  |
| 9) perennial (adj); | i) участок;     |
| 10) create (v);     | j) сорняк.      |

### **6. Complete the sentences 1-6 with the endings a-f.**

- 1) The perennial flowers are ...
  - 2) Choosing a site is ...
  - 3) As soon as a person starts to create a perennial garden ...
  - 4) After this, he should purchase ...
  - 5) After the material has been laid on ...
  - 6) In the next step ...
- a) a critical factor and will determine the success of a perennial garden;
  - b) the perfect choice for a garden;

- c) a person should measure the planting area;
- d) he should draw a sketch on the material with a chalk;
- e) he should place non-wooden black polypropylene landscape fabric over the soil;
- f) non-biodegradable material from a garden centre.

### **Speaking**

**7. Work in pairs. Discuss garden design ideas for a low maintenance garden. Use link words:**

First of all ...

Moreover ...

After this ...

Then ...

In the next step ...

Lastly ...

Therefore ...

### **Writing: Business Letters.**

**8. Is it Letter of application or Memo? Complete it with the words from the box.**

order 86764, 15<sup>th</sup> April 2010, 26<sup>th</sup> March, To

(1)\_\_\_\_\_ : Purchasing Supervisor

From : Stock Manager

Subject : (2)\_\_\_\_\_

We send an order for juice to Brilliant Water on (4)\_\_\_\_\_ but we have still not had a delivery. Please write to them and ask them when they can deliver the juice. Their address is ...

Thanks

## **UNIT 4.**

### **HISTORY OF THE ENGLISH GARDEN**

#### **Before you read**

- When were the earliest cultivated English gardens planted?
- Do you know any garden styles?

## Reading

### 2. Read the text and name the stages in the history of the English garden.

#### History of the English Garden

Outstanding horticultural works of previous generations have always made way for the style of the next so finding unaltered examples of historical gardens in England is nearly impossible. But this is what makes gardens so wonderful and varied.

So where did it all begin? Did our earliest ancestors have gardens? We know very little about the gardens of Anglo-Saxon England. There are however, basic tools such as axes and sickles dating back to the Neolithic age (2,500 - 1,500 BC) – around the time Stonehenge was built.

The earliest cultivated English gardens that we know of were planted by the Roman conquerors of Britain in the 1st century AD. During the Roman occupation, the Roman army introduced new flora and fauna to British shores and although England's cooler climate definitely required a flexible approach, the Romans created gardens and introduced plants that are still cultivated in English soil today. The best example is probably Fishbourne Roman Palace in Sussex.

Latin makes up many of gardening terms, for example topiarius means topiary. Indeed, it is highly probable that the Romans introduced topiary to England.

The monastic gardening tradition arrived on English soil with the Norman conquest of 1066. Monasteries had both kitchen gardens and herb gardens to provide the practicalities of food and medicine. The monastery cloister provided an open green space surrounded by covered walks, generally with a well, or fountain at the center.

The next stage of the English garden came after the Reformation. Many landowners enclosed common land to create parks for keeping deer or cattle. This «natural» landscape gave way to formal gardens near the house, still sheltered from the outside world by hedges or walls.

The Tudors followed the Italian influence in creating gardens which mirrored the alignment of the house, creating the harmony of line and proportion that had been missing in the Medieval period.

The Victorian period also saw a profusion of public gardens and green spaces aimed at bringing culture to the masses. Some of the finest Victorian gardens are public parks, like People's Park in Halifax.

Gardening has always been a matter of personal taste. Yet, throughout Britain there are gardens great and small, formal and informal, private and public, that illustrate the British passion for creating green, growing spaces of their own. All are different, and all like their owners and creators, have a distinct personality.

## Vocabulary

### 3. Check if you know the key words.

Axe; castle; conqueror; fauna; fence; flora; gardening; hedge; introduce; landowner; medieval; monastery; palace; Renaissance; Stonehenge; well.

### 4. Match the words to make phrases

- |                   |   |
|-------------------|---|
| 1) to introduce;  | a) a simple green place;                    |
| 2) to be planted; | b) at bringing culture to the masses;       |
| 3) to provide;    | c) the British passion for green spaces;    |
| 4) to become;     | d) the practicalities of food and medicine; |
| 5) to be aimed;   | e) with fruits and vegetables;              |
| 6) to have;       | f) new flora and fauna;                     |
| 7) to illustrate; | g) a distinct personality;                  |
| 8) to give way.   | h) to formal gardens.                       |

## Test yourself

### 5. Read the text again and choose the correct answer.

1. Stonehenge was built in ...  
a) 2,500 - 1,500 BC; b) 2,500-2,000 BC; c) 2,000-1,500 BC.
2. The earliest English gardens were planted by ...  
a) Anglo-Saxons; b) Romans; c) Italians.
3. ... makes up many gardening terms.  
a) French; b) Latin; c) Dutch.
4. The Tudors followed ... influence in creating gardens.  
a) French; b) Italian; c) Roman.
5. Some of the finest Victoria garden are public parks, like ...  
a) Fishbourne Palace; b) People's Park; c) Hampton Court Palace.
6. Gardening has always been a matter of ... taste.  
a) public; b) personal; c) historical.

### 6. Read the text again and complete the sentences below in your own words.

- 1) The earliest English gardens were planted by ...
- 2) During the Roman Occupation, the Roman army introduced ...
- 3) Latin makes up ...
- 4) Monasteries had both ...
- 5) The next stage of the English garden came ...
- 6) the Victorian period ...
- 7) Great and small, formal and informal gardens illustrate ...

**Speaking: History of the English Garden**

**7. Work in pairs. Compare the different stages in the history of the English garden. Illustrate it in some examples.**

**Writing: Business Letters.**

**8. Is it CV or Memo? Complete it with the words from the box.**

The Court Hotel, Peter, From, Subject

To : Purchasing& Sales Supervisor

1) \_\_\_\_\_ : Manager

2)\_\_\_\_\_ : Court Hotel

I have recently heard that 3)\_\_\_\_\_ needs a large quantity of orange juice at once. We have a large supply of juice that we do not need. Please write to them and tell them that we would be happy to supply them if they can tell us how many bottles they need.

**UNIT 5.**

**LANDSCAPING**

**Before you read**

**1. Discuss these questions with your partner.**

- Are you interested in landscaping?
- What do you know about landscaping?

**Reading**

**2. Read the text.**

**Landscaping**

Landscaping involves the modifications or alteration done to an area through the elements like soil, plants, flowers, water features and artificial installations respectively. Before you decide to do landscaping within you house you need to know a few details that would lead to an amazing outdoor project.



Landscaping which is done in hot regions is different from the one done at places where there is cold to moderate temperature. If you happen to reside in a city where there is a hot and warm temperature, then you need to select those flowers that do will withstand hot temperatures, as well as bear cold during the season winter season. Secondly, before you incorporate a landscaping project, you need to examine the area of your garden before you go for planting. This is important because the surface will affect the type of plants you intend to add on the respective area. Thirdly, water management needs to be paid attention too and that it should be in a working condition. You should know where the water will drain into during sprinkling and the rainy season. It will be better if you dig a few trenches to direct water to the appropriate place.

The fourth important aspect which requires attention is maintenance and that it is different for each type of flower or a plant. There will be some flowers that can go without water for a few days, but there will be many others for which you will need to prune and water them on a daily basis.

The fifth aspect relative to landscaping is that you should plan according to the seasonal changes to give breathing space for the blooming of the flowers. It is tough to get the flowers spaced out to enjoy their view in a year. You need to add new and bright flowers in your garden so that they remain fresh and can be enjoyed throughout the year.

Therefore, landscaping requires proper attention, effort and time. If you follow the details and instructions, then you can do the landscaping in the right way and there will be no wastage of materials and you can work within your intended budget as well.

## **Vocabulary**

### **3. Check if you know the key words.**

Artificial; bloom; condition; daily; drain; involve; moderate; prune; require; reside; select; soil; sprinkle; surface; trench; view; wastage; withstand.

### **4. Match the words to make phrases:**

- |               |                     |
|---------------|---------------------|
| 1) to pay;    | a) condition;       |
| 2) to dig;    | b) trenches;        |
| 3) to do;     | c) attention;       |
| 4) to follow; | d) temperature;     |
| 5) daily;     | e) season;          |
| 6) moderate;  | f) the landscaping; |
| 7) working;   | g) management;      |
| 8) rainy;     | h) instructions;    |
| 9) seasonal;  | i) changes;         |
| 10) water.    | j) basis.           |

## 5. Translate into English.

Умеренная температура, проект, проверить территорию, уделять внимание, условия работы, мелкий дождь, копать канавы, сезонные изменения, подстригать, в течение всего года, бесполезная трата материалов, работать по намеченному бюджету.

## Test yourself

**6. Read the text again and say if the following sentences are true or false or if there is no information in the text.**

1. Landscaping in hot regions is similar the one done at places where there is cold to moderate temperature.
2. Before you decide to do landscaping within your house you need to know a few details that would lead to an amazing outdoor project.
3. Gardening has always been a matter of personal taste.
4. There will be no flowers that can go without water for a few days.
5. You need to add new and bright flowers in your garden.
6. Water management needs to be paid attention too and that it should be in a working condition.
7. It is easy to get the flowers spaced out to enjoy their view in a year.

## 7. Speaking:

**Writing: Business Letters.**

**8. Put the parts of the formal letter in correct order.**

1) We thank you for your letter dated the 29<sup>th</sup> September and are pleased to send you our latest catalogue and the current price list. We shall send you a special offer as soon as we have your exact requirements.

3) Yours faithfully,

---

Sally Blinton  
Sales Manager

5) Messrs Dickson & King, 9 Newgate Street, London

2) George Finchley&Sons, 68 Bond Street, London  
4 October 2010

4) Dear Sirs,

## UNIT 6.

### HORTICULTURE

#### Before you read

##### 1. Discuss these questions with your partner.

- What is horticulture concerned with?
- Do you know any edible and non-edible plants?

#### Reading

##### 2. Read the text about horticulture and comment on its goals.

#### Horticulture

Horticulture is concerned both with our dietary and our environmental needs. The horticulture industry consists of on the one hand the commercial production of vegetables, fruit, flowers and ornamental plants, and on the other hand deals with the establishment and maintenance of parks, sport grounds, open spaces and ornamental plantings. It also supports and services one of the main leisure pursuits in the United Kingdom – gardening!

Horticultural industry is wide ranging, covering many crop types and production systems. A wide range of edible horticultural crops are grown in Britain. Crops can be grown outside in a field or «inside», protected under structures such as glasshouses and polytunnels. The main type of edible production are field vegetables (onions, tomatoes, carrots, cucumbers), fruit, protected crops and potatoes.

British growers have helped create the British landscape. The countryside and its main features are there because the land has been worked and cared for by generations of farmers and growers over many centuries.

Closely associated with the art of gardening, landscape horticulture also involves the science of plants and the business associated with producing and using these plants. Landscape horticulturalists must know many different kinds of plants and their basic characteristics; how they grow, develop, reproduce, and adapt to different environments as well as the optimal growing conditions for specific plants. Landscape horticulturalists must also know how to manage employees and to deal with customers.

Nowadays, many people tend to landscape and adorn their gardens with artificial features as well, such as water fountains, small ponds, paved alleys, sculptures, wooden arches and whatever their imagination can produce. Garden art and garden furniture are very popular at the moment, with the market on a constant rise. Wind sculptures, which are moved by the air flow, are particularly sought after, as well as traditional stone features. Stone water fountains, although associated with past times, are still loved and in demand today.

## Vocabulary

### 3. Check you know the key words.

Adorn; associate; care; cover; crop; concern; dietary; edible; establishment; glasshouse; grow; horticulture; leisure; protect; pursuit; range.

### 4. Match the words to make phrases.

- |                      |                            |
|----------------------|----------------------------|
| 1) optimal (adj);    | a) pursuits;               |
| 2) ornamental (adj); | b) landscape;              |
| 3) leisure (n);      | c) art;                    |
| 4) support (v);      | d) different environments; |
| 5) edible (adj);     | e) crops;                  |
| 6) create (v);       | f) growing conditions;     |
| 7) adapt to (v);     | h) plants;                 |
| 8) garden (n).       | i) gardening.              |

### 5. Complete the sentence with a word from the box.

You can use a word more than one.

|                   |
|-------------------|
| Of, for, to, with |
|-------------------|

1. The term «non-edible» refers broadly ... ornamental plants.
2. Closely associated ... the art of gardening, landscape horticulture also involves the science of plants.
3. Plants grow, develop, reproduce, and adapt ... different environments.
4. Landscape horticulturalists must also know how to manage employees and to deal ... customers.
5. The horticulture industry consists ... the commercial production of vegetables, fruit, flowers and ornamental plants.

## Test yourself

**6. Read the text again and say if the following sentences are true or false or if there is no information in the text.**

1. Horticulture is concerned both with our dietary and our environmental needs.
2. The horticulture industry deals with a range of natural well as artificial features.
3. The term «edible» refers to ornamental plants.
4. For the majority of horticultural production shelf life is limited.

5. The ornamental sector provides the trees, flowers and shrubs.
6. A wide range of edible horticultural crops are grown in Britain.
7. Garden art and garden furniture aren't very popular at the moment.

### **Speaking**

**7. Give a summary of the text using the key words.**

### **Writing: Business Letters.**

**8. Put the parts of the formal letter in correct order.**

- |   |                                 |
|---|---------------------------------|
| 1) We are writing to ask                | 2) Messers Cotton, Gummersall & |
| you to represent our interests          | Palmer                          |
| in what we consider to be a clear       | Windsor House                   |
| case of breach of contract.             | 10008 East End Road             |
| .....                                   | London                          |
| We welcome your comments on             | SW16 7UJ                        |
| this matter and would be grateful if    |                                 |
| you could convince DV-Electronics       |                                 |
| that any further attempt to press their |                                 |
| claim would prove futile.               |                                 |
| 3) Yours faithfully,                    | 4) Dear Sirs,                   |
| 5) Newtown Electronics                  |                                 |
| 36 Barton Road                          |                                 |
| Hatfield                                |                                 |
| Herts HT9 7PQ                           |                                 |
| 28 March 20__                           |                                 |

## **UNIT 7.**

### **RECOMMENDED LANDSCAPE DESIGN SCHOOLS**

#### **Before you read**

**1. Discuss these questions with your partner.**

- Where can you have professional training in landscape architecture?
- What landscape design schools do you know?

## Reading

### 2. Read the text.

#### **Recommended Landscape Design Schools: USA, Europe and Asia Pacific**

Landscape design is an interesting career that blends interests in art, science, architecture, environment, and the outdoors. A career in landscape design can provide exciting opportunities to work for or own major architectural firms or small businesses. A quality education at a top rated school will help launch a successful career in landscape design. A list of the top three schools is provided below.

Those who want to have professional training in landscape architecture can acquire it by looking into courses offered by *landscape design* schools. You can find several schools offering these courses regardless of where you are in the world. Here are some schools in USA, Europe and the Asia Pacific.

The Graduate School Of Design of the prestigious *Harvard University* offers a master's course in landscape architecture. Students are offered comprehensive training in the various elements that comprise the whole design process. Students are expected to immerse in design theory, history, civil engineering, land planning, and other relevant areas.

In Europe, one of the good schools for landscape architecture is the *University of Natural Resources and Applied Life Sciences* in Vienna, Austria. Relevant fields of research that students will immerse in are the current landscape architecture, history of landscape design, development of urban landscape, and the study of individual perception of space.

In Asia Pacific, one of the top landscape design schools is the *National University of Singapore*. Starting in 2008, the school has offered a master's degree in Landscape Architecture. The school's program runs for two years and provides training in design, site planning, and historical preservation. Several scholarships for the master's degree are offered to deserving students.

These are just three of the many schools that offer specialized training for this field, not counting the various online schools that offer their training via the Internet. Thus, if you are serious about adding technical expertise to your creative talent in landscape design, enrolling into these schools is recommended. Wherever you are in the world, you can find a couple of landscape design schools to choose from.

Though these are viewed as the best programs, landscape architecture can be studied at 59 colleges or universities accredited by the Landscape Architecture Accreditation Board of the American Society of Landscape Architects.

Landscape architecture is a thriving career because of increasing environmental restrictions, growing population, and a desire to blend natural and

man-made elements. In 2004, the median salary for landscape architects working for private companies was \$53,120. The average salary in 2005 for a Federal Government landscape architect was \$74,508.

### **Vocabulary**

#### **3. Check you know the key words.**

Blend; career; civil; comprehensive; current; deserve; enroll; graduate; immerse; offer; outdoors; prestigious; restrictions; success; thriving

#### **4. Match the words with their definitions.**

- |                    |   |
|--------------------|---|
| 1) environment;    | a) a group of people that manages smth;   |
| 2) career;         | b) the development of a piece of land by adding plants, paths or other features;                      |
| 3) landscaping;    | c) someone who has finished their study at a high school, college, or university;                     |
| 4) course;         | d) an empty or available area;  |
| 5) graduate;       | e) a job;   |
| 6) space;          | f) a university degree that students get if they study for one or two years after their first degree; |
| 7) masters degree; | h) a series of lessons;   |
| 8) board.          | i) the natural world, including the land, water, air, plants and animals.                             |

#### **5. Translate into English.**

Окружающая среда, успешная карьера, профессиональное обучение, степень магистра, стипендия, заслуживать, специализированное обучение, через Интернет, совет, процветающий, смешать, естественные и искусственные элементы.

### **Test yourself**

#### **6. Complete the sentences 1-7 with the endings a-g.**

- 1) Landscape design is an interesting career that blends ...
- 2) A quality education at a top rated school will help ...
- 3) The Graduate School Of Design of the prestigious *Harvard University* offers ...
- 4) In Europe, one of the good schools for landscape architecture is ...

- 5) In Asia Pacific, one of the top landscape design schools is ...  
6) Several scholarships for the masters degree are offered ...  
7) Landscape architecture is a thriving career because of increasing environmental restrictions, growing population, and a desire ...
- a) to blend natural and man-made elements;  
b) a master's course in landscape architecture;  
c) launch a successful career in landscape design;  
d) the *University of Natural Resources and Applied Life Sciences* in Vienna, Austria;  
e) interests in art, science, architecture, environment, and the outdoors;  
f) the *National University of Singapore*;  
g) to deserving students.

### Speaking

**7. Work in pairs. Discuss schools offering a master's course in landscape architecture.**

### Writing: Business Letters

**8. Is it a letter of inquiry or a letter of apology?**

We are particularly interested in visiting several publishing plants in New York to give us a better understanding of the way modern newspapers and magazines are produced.

Would it be possible to arrange a tour through your plant sometime within the next three weeks?

## UNIT 8.

### TERMS FOR UNDERSTANDING LANDSCAPE GARDEN DESIGN

#### Before you read

**1. Discuss these questions with your partner.**

- Do we use any terms in landscaping?
- What language does the term «topiary» come from?

#### Reading

**2. Read the text and pay attention to the main landscaping terms.**



## Terms for Understanding Landscape Garden Design

Landscape-garden design consists of creating a layout and design for various landscapes and gardens. Amateurs as well as professionals seem to be working hard for achieving great designs. Amateurs (or do-it-yourself experts!) can learn a lot by many methods like trial and error, reading books and articles, joining workshops and study programs etc. Sometimes there are too many technical terms involved, and it not very easy to check the dictionary each time. So here we've gathered a list of some of the most used landscaping terms.

*Arcade*: A series of consecutive arches, including walkways lined with trees.

*Belvedere*: A roofed open gallery like a gazebo, which commands a view of the surroundings. *Cascade*: Waterfalls arranged in stages of succession, through a rock formation or over some steps.

*Cornice*: The highest point of entablature, including the highest point of molding inside the external or internal walls.

*Espalier*: A series of fruit trees that form a hedge in landscaping of gardens.

*Façade*: Front side of a building with a special architectural treatment.

*Glade*: An open and grassy area that is often surrounded by woods.

*Knot*: A rectangular, small garden which consists of geometric, intricate, knotted and sprawled out dwarf plants, including rosemary and box.

*Plinth*: A slab or block where a stature, column or pedestal is located.

*Topiary*: A garden that is hedged and trimmed into specific animistic or geometric shapes.

*Vista*: An extended view out to the countryside.

## Vocabulary

### 3. Check you know the key words.

Achieve; amateur; arch; arrange; gazebo; grass; entablature; hedge; involve; lay-out; molding; term; treatment; trial; slab; sprawl; pillar; view; walkway.

### 4. Match the words with their translation:

- |                 |                     |
|-----------------|---------------------|
| 1) arch;        | a) самшит;          |
| 2) lay-out;     | b) бельведер;       |
| 3) gazebo;      | c) арка;            |
| 4) entablature; | d) узел;            |
| 5) espalier;    | e) шпалеры;         |
| 6) knot;        | f) вид;             |
| 7) plinth;      | g) плинтус, цоколь; |

- |           |                    |
|-----------|--------------------|
| 8) vista; | h) каменная плита; |
| 9) slab;  | i) план;           |
| 10) box.  | j) беседка.        |

**5. Read the text again and say if the following sentences are true or false or if there is no information in the text.**

1. Arcade: A series of consecutive arches, including walkways lined with trees.
2. Vista: A garden that is hedged and trimmed into specific animistic or geometric shapes.
3. Topiary: An extended view out to the countryside.
4. Folly: A garden building aiming to fool the eye.
5. Espalier: A series of fruit trees that form a hedge in landscaping of gardens.
6. Belvedere: Waterfalls arranged in stages of succession, through a rock formation or over some steps.
7. Cascade: A roofed open gallery like a gazebo, which commands a view of the surroundings.

**6. Read the text again and complete the sentences below in your own words.**

1. Landscape-garden design consists of ...
2. Amateurs can learn a lot by many methods like ...
3. Arcade is a series of consecutive arches, including ...
4. Espalier is a series of fruit trees that form ...
5. Topiary is a garden that is hedged and trimmed into ...
6. Façade is front side of a building with ...
7. Vista is an extended view out to ...

**Speaking**

**7. Speak on the topic: «I have chosen the job of a gardener (landscape designer) because...». Highlight a few points that make this job attractive to you. Use the following phrases:**

- to like working outdoors;
- to plant trees and watch them grow;
- to improve the appearance and health of trees;
- to see the result of the work gradually;
- to have attractive surroundings full of living trees, bushes and grass;
- to remain fit and healthy.

## Writing: Business Letters

### 8. Is it a letter of application or a letter of complaint?

I should like to be considered for the post of secretary in the sale department currently advertised in the Morning Male.

I enclose a CV which gives full details of my qualification and career.

9. Is it a curriculum vitae (CV) or a memo? Match the headings with the sections.

**Interests**

**References**

**Work experience**

**Personal Detail**

**Key skills**

**Education**

**Personal profile**

1) Name Robert Brown

Address 4 Ash Grove Road, Anytown, Ot2 7 IR

Tel: 0666364582

Email: robertb@mktg.ssu.co.uk

Nationality British

Date of birth 12/10/86

Marital status Single

2) I am reliable, well organized, and used to working on my own initiative. I am comfortable working on my own or as part of a team.

3) Familiar with Microsoft Word and Excel

Clean driving license

Good problem-solver

Self-motivated

Fluent in German

- 4) 2009 - Present – Marketing Assistant, Success Solutions Unlimited, Manchester.  
Duties include planning and implementing all advertising and promotion, responding to enquiries, monitoring student performance.
- 2008 - 2009 – Teacher of English, Churchill School of English, Munich, Germany.
- 5) 2004 - 2007 – London University: BA in English Literature and Language.
- 1997 - 2004 – Minster College Secondary School, Wells.  
8 GCSEs, 3 A levels: English (A), German (B), Art (C)
- 6) Football, sailing, reading, landscape painting.
- 7) Available on request.

## УПРАЖНЕНИЯ ПО ГРАММАТИКЕ

### 1. Имя существительное

#### 1.1. Образуйте множественное число следующих существительных:

|        |         |       |            |
|--------|---------|-------|------------|
| cup    | friend  | car   | dictionary |
| class  | bus     | desk  | child      |
| road   | country | woman | glass      |
| box    | bush    | watch | potato     |
| foot   | shirt   | girl  | person     |
| tomato | city    | tree  | day        |
| beach  | bench   | party | policeman  |
| story  | boy     | match | dog        |
| pen    | baby    | dish  |            |

#### 1.2. Образуйте словосочетания с существительным в притяжательном падеже, а там, где это невозможно, образуйте словосочетания с предлогом of:

- 1) the owner / that car;
- 2) the mother / Ann;
- 3) the jacket / that man;
- 4) the top / the page;
- 5) the daughter / Charles;
- 6) the cause / the problem;
- 7) the newspaper / yesterday;
- 8) the birthday / my father;

- 9) the name / this street;
- 10) the toys / the children;
- 11) the new manager / the company;
- 12) the result / the football match;
- 13) the garden / our neighbours;
- 14) the ground floor / the building;
- 15) the children / Don and Mary;
- 16) the economic policy / the government;
- 17) the husband / Catherine;
- 18) the husband / the woman-talking to Mary;
- 19) the car / the parents / Mike;
- 20) the wedding / the friend / Helen.

## **2. Местоимение**

### **2.1. Вставьте личные местоимения в нужном падеже.**

1. On my way home I met Peter and told ... about the trip. 2. I need this book badly. I can prepare my report without ... 3. I don't know the way to the railway station. Couldn't you show it to ...? 4. We are going to spend the summer in the country. Will you join ...? 5. Wait for us at the bus stop. ... shall be back in no time. 6. If you give me your address, ... shall write to ... . 7. I know this woman. ... works at the factory with my mother. 8. If I see Helen, I'll ask ... to ring ... up tomorrow. 9. I like this radio set very much. Where did you buy ...? 10. You are to be here at 11. We'll be waiting for... .

### **2.2. Раскройте скобки, выбрав подходящую форму притяжательных местоимений.**

1. It may be (our, ours) dictionaries. 2. He has not read a line of (your, yours). How can he criticise (your, yours) poems? 3. His composition is much more interesting than (your, yours) or (my, mine). 4. (Their, theirs) knowledge of the subject is not much superior to (our, ours). 5. I'm afraid they will take (her, hers) advice not (your, yours). 6. All (our, ours) clothes were extremely dirty, and (my, mine) especially so. 7. Will you help me to sort out the things? I cannot tell which are (your, yours) and which are (my, mine). 8. This is (your, yours) note-book, but where is (my, mine)?

### **2.3. Вставьте в предложения подходящие формы возвратно-усилительных местоимений (-self).**

- 1. The chairman announced the news ... .
- 2. I never do anything until I have checked everything ... .
- 3. She says John broke the vase, but really she did it ... .
- 4. Next year we shall live all by ... .
- 5. Did the boys build this boat ... ?

6. You cannot leave the baby in the house all by ... .
7. We built most of the house ... .
8. The girl stood at the fire, warming ... .
9. He made a mistake, then he corrected ... .
10. There can be no doubt that Shakespeare ... wrote this play.
11. They went swimming, but they didn't enjoy ... . It was too cold.
12. Pat, stop laughing and behave ... .
13. I hope you didn't hurt ... .
14. What are you doing here? Explain ... .

#### **2.4. Вставьте much, many, little, few, a little или a few.**

1. When we walked ... farther down the road, we met another group of students. 2. Have you got ... money on you? – I'm sorry. I have very ... money at the moment. 3. At the conference we met ... people whom we knew well. 4. There are very ... old houses left in our street. Most of them have already been pulled down. 5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 6. There are ... things here which I cannot understand. 7. Shall I bring ... more chalk? – No, thank you. There is ... chalk on the desk. I hope that will be enough for our lesson. 8. He had ... English books at home, so he had to go to the library for more books. 9. She gave him ... water to wash his hands and face. 10. I'd like to say ... words about my journey. 11. After the play everybody felt... tired. 12. Let's stay here ... longer: it is such a nice place. 13. Were there ... new words in the text? Did Peter spend ... time learning them? 14. There was not ... hay in the barn, and the children could play there. 15. My friend is going to the concert this evening because he hasn't got... work to do. 16. My mother knows German ... and she can help you with the translation of this letter. 17. He's got very ... time left. If he doesn't hurry up, he'll miss the plane. 18. I have very ... drinking water left.

### **Неопределённые местоимения**

#### **2.5. Заполните пропуски местоимениями *some, any* или *no*.**

1. We didn't buy ... flowers. 2. This evening I'm going out with ... friends of mine. 3. «Have you seen ... good films recently?» – «No, I haven't been to the cinema for ages.» 4. I didn't have ... money, so I had to borrow ... . 5. Can I have ... milk in my coffee, please? 6. I was too tired to do ... work. 7. You can cash these traveller's cheques at ... bank. 8. Can you give me ... information about places of interest in the town? 9. With the special tourist train ticket, you can travel on ... train you like. 10. I couldn't make an omelette because there were ... eggs.

**2.6. Заполните пропуски производными местоимениями *some-, any-* или *no- + -body/-thing/-where*.**

1. I was too surprised to say ... . 2. There's ... at the door. Can you go and see who it is? 3. Does ... mind if I open the window? 4. I wasn't feeling hungry, so I didn't eat ... . 5. You must be hungry. Would you like ... to eat? 6. The bus was completely empty. There was ... on it. 7. Sally was upset about ... and refused to talk to ... . 8. This machine is very easy to use ... can learn to use it in a very short time. 9. There was hardly ... on the beach. It was almost deserted. 10. «Do you live ... near Jim?» – «No, he lives in another part of town.» 11. We slept in a park because we didn't have ... to stay. 12. «Where shall we go on holiday?» – «Let's go ... warm and sunny.» 13. They stay at home all the time. They never seem to go ... . 14. I'm going out now. If ..... phones while I'm out, can you tell them I'll be back at 11.30? 15. Why are you looking under the bed? Have you lost ...? 16. ... who saw the accident should contact the police. 17. Sue is very secretive. She never tells ... .(два местоимения)

### 3. Артикль

**3.1. Вставьте артикль там, где необходимо.**

1. I saw ... man in ... armchair at ... window. He was reading ... newspaper. 2. ... boy said that he wanted two candies. 3. Is there anybody else in ... waiting-room? – Yes, ... man wants to speak to you. 4. Where is ... brief-case? I put it on ... table. 5. Is there ... enquiry office at this airport? 6. Could you open ... door, please? I see ... girl knocking. 7. Let's make ... speech at ... reception. 8. ... advice you gave me helped ... lot. 9. I like to be in ... centre of everything. 10. At ... night I had ... terrible headache after I had drunk ... lot of ... wine in ... evening. 11. Look out! There is ... dangerous bend in the road. 12. Mrs. Patsy is ... last person I'd like to meet. 13. Tom's planning to take ... boat to go fishing on ... Sunday. 14. Could you phone later, please? Kate's having ... bath. 15. The rent is 150 dollars ... month. 16. We often go to ... theatre and to ... cinema, but very rarely to ... circus. 17. When ... father came home, they had ... dinner and then watched ... TV. They went to ... bed at 11 p.m. 18. What ... pity they haven't seen this performance! 19. She can't find ... telegram which she received this morning. 20. Are you going to ... country for ... weekend? 21. She usually goes shopping on ... Thursdays, but ... last Thursday she didn't do shopping. She had to go to ... dentist's. 22. What ... lovely song! What ... beautiful music! 23. Could you tell me ... time, please? – It's ... quarter past six. 24. Do you usually go by ... train or in ... car there?

**3.2. Подставьте в предложения подходящие по смыслу слова из таблицы.**

|     |     |        |          |            |      |
|-----|-----|--------|----------|------------|------|
| bed | car | church | hospital | university | work |
|-----|-----|--------|----------|------------|------|

1. I usually stay in ... late at the weekend. 2. Jake's going to ... to study business. 3. Most of the people in our village go to ... on Sundays. 4. I've never been in ... in my life. 5. If I go to ... by ... it takes half an hour.

**3.3. Выберите подходящий вариант ответа, обращая внимание на употребление артикля с именами собственными.**

1. Ann's just come back from the *Himalayas* / *Mount Everest*. 2. My sister works in *Netherlands* / *Denmark*. 3. I'd like to learn *Japanese* / *the Japanese*. 4. My parents are on holiday in the *South Africa* / *People's Republic of China*. 5. Here's a photo of Max in *USA* / *Trafalgar Square*. 6. Alan's living in a small town near the *Barcelona* / *Mediterranean*. 7. I once went on a boat on the *Rhine* / *Lake Victoria*. 8. We're going to drive right across *Europe* / *Sahara Desert*. 7. We have friends in *Ireland* / *Republic of Ireland*. 8. Wales is the smallest country in the *Great Britain* / *United Kingdom*. 9. There are a lot of Spanish-speaking people in the *USA* / *America*.

## 4. Имя прилагательное

**4.1. Образуйте в нужную степень сравнения прилагательных в скобках:**

1. The sound grew (faint) and (faint). 2. He's a far (intelligent) person than my brother. 3. She was the (practical) of the family. 4. He thought how much (advanced) and broad-minded the (young) generation was. 5. I wanted to ask you both what you thought of my (late) film if you saw it. 6. The first edition of the dictionary is (good), the new one is still (good). 7. He turned out to be (angry) than I had expected. 8. Today I'm no (wise) than yesterday. 9. The (much) we go into the matter, the (complex) it becomes. 10. Jack is the (clever) of the three brothers. 11. They are (good) people, far (good) than you. 12. He felt (bad) yesterday than the day before. 13. The (near) house is three miles away. 14. He was the (last) man to come. 15. The (long) the night, the (short) the day. 16. He is the (tall) of the two. 17. My brother is much (young) than myself.

**4.2. Заполните пропуски союзами *as... as*, *so ... as*, *than*, *not so ... as*.**

1. She is ... kind to me ... you. 2. No one is ... beautiful ... she. 3. There is no park ... lovely ... this one. 4. The last of them is taller ... the others. 6. I think she is prettier ... anyone else. 6. He is not ... clever ... he seems. 7. That is a nice thing, it is nicer ... anything else. 8. I do my work ... good ... I can. 9. It's ... wonderful ... it can be. 10. Birmingham is ... large ... London. 11. Winter in Great Britain is ... cold ... in Russia.



## 5. Предлог

### 5.1. Выберите подходящий по смыслу предлог.

1. His parents are very proud *for / of* him. 2. I'm not surprised *for / by* his success. 3. Does he ever get tired *of / from* practicing? 4. He has to be careful *with / from* his hands. 5. He's really nervous *for / about* his concert next week. 6. Emma, his sister, is interested *at / in* music, too. 7. She's brilliant *at / to* playing the guitar! 8. Her concert's next month and she's very excited *about / of* it. 9. Their uncle's married *with / to* a famous musician. 10. She's very nice *with / to* Adam and Emma. 11. Adam's really good *at/in* playing the piano.

### 5.2. Выберите подходящий по смыслу предлог.

1. Let's go to Moscow *on / in / at* Saturday. 2. Take this book *behind / at / from* the table. 3. Come *into / from / up* the office and answer the phone. 4. Take the passport *in / out of / during* the table. 5. I am sitting *over / beyond / at* the table now. 6. I came *at / from / on* Australia. 7. The pencils are in the box. Take them *on / into/ out of* there. 8. The pencil is *during / without / on* the desk. 9. The box is *under / with / from* the table. 10. The bank is *from / at / across* the street. 11. There is a lamp *in / across / above* the table. 12. There is a new car *among / above / between* those two old ones. 13. There is a telephone *up / in front / out of* him. 14. My house is *behind / into / from* the post-office. 15. We are sitting *in / on / around* the table and drinking tea.

## 6. Союз

### 6.1. Выберите подходящий по смыслу союз.

**Daniel:** What are you going to do *after / before* you finish college, Rachel?

**Rachel:** Vicky and I will be off to the States *as soon as / in spite of* this term is over. We're going to travel around, and we may go to Canada *so that / to* see some friends of Vicky's. We've been thinking about nothing else *since/until* we bought our plane tickets.

**Daniel:** It sounds great. How are you getting around in the States?

**Rachel:** By Greyhound bus. I know it takes longer than flying, *but / in spite of* it'll be more interesting. We fly to LA and then we're taking the bus to New York. We're going to buy a special ticket *in order / so that* we can go anywhere we like on the way.

**Daniel:** Yes, it's better by bus *because/unless* you can stop off at interesting places.

**Rachel:** Of course the bus will probably be tiring.

**Daniel:** Maybe you should take plenty of money *if / in case* you decide to fly instead.

- Rachel:** I'll have to be careful with my money *since / so* that I've only just got enough. I'm hoping to stay out there *unless / until* I have to come back and start my job in September. I'm really looking forward to the trip, *although / because* I'll be sad to leave here. And what about you? What are you doing this summer?
- Daniel:** I'd go away somewhere *if / in case* I could afford to. But I'm working. I've got no money, *because / so* I'll have to earn some.
- Rachel:** Have you really got no money *although / in spite of* the fact that you've had a part-time job this term?
- Daniel:** You know me, Rachel. If I've got money, I spend it.

## GLOSSARY

achieve [ə'tʃi:v] достига́ть  
 adjoin [ə'dʒɔɪn] примыка́ть  
 allocate ['æləkeɪt] выделя́ть  
 amateur ['æmətəʃ] любите́ль  
 anchor ['æŋkəʃ] прикрепля́ть  
 annual ['ænjuəl] одноле́тние расте́ния  
 arcade [ɑ:'keɪd] арка́да  
 arch [ɑ:tʃ] а́рка, сво́д  
 armour ['ɑ:məʃ] броня́  
 arrange [ə'reɪndʒ] устраи́вать  
 artificial [ɑ:tɪ'fɪʃəl] иску́ственный  
 axe [æks] топо́р  
 bark [bɑ:k] ко́ра  
 bed [bed] клу́мба  
 belvedere бельведёр  
 blend [blend] букéт  
 branch [brɑ:ntʃ] вéтка  
 cascade [kæs'keɪd] каска́д  
 castle ['kɑ:sl] за́мок  
 cell [sel] кле́тка  
 civil ['sɪvɪl] гражда́нский  
 comprise [kəm'praɪz] включа́ть  
 condition [kən'dɪʃən] состоя́ние, усло́вие  
 consecutive [kən'sekjʊtɪv] последовательный  
 conservancy [kən'sɜ:vənsɪ] охра́на приро́ды  
 conqueror ['kɒŋkərəʃ] завоева́тель  
 cornice ['kɒ:nɪs] карни́з  
 crown [kraʊn] кро́на

deal [di:l] with имѣть дѣло  
 decide [di'said] решать  
 determine [di'tə:min] устанавливать  
 develop [di'veləp] развивать  
 dig [dig] копать  
 dietary диетический  
 drain [dreɪn] водосток  
 employee [ɪm'plɔɪ'i:] работник  
 environmental [ɪnvaɪənməntl] экологический  
 espalier [ɪ'spæljə] шпалеры  
 extend [ɪks'tend] продлевать  
 fabric ['fæbrɪk] ткань  
 façade [fə'sa:d] фасад  
 facility [fə'sɪlɪti] приспособление  
 feature ['fi:tʃə] черта, особенность  
 fence [fens] забор  
 fundraising сбор средств  
 gazebo застеклённый балкон  
 glade [gleɪd] поляна  
 glasshouse ['glɑ:shaʊs] теплица, парник  
 grass [grɑ:s] трава  
 hedge [hedʒ] живая изгородь  
 herb [hə:b] лекарственная трава  
 horticulture ['hɔ:tɪkʌltʃər] садоводство  
 immerse [ɪ'mə:s] погружать  
 impact ['ɪmpækt] воздействие  
 ivy ['aɪvi] плющ  
 knot [nɒt] узел  
 landowner ['lændəʊnə] землевладелец  
 landscape ['lændskeɪp] пейзаж  
 lawn [lɔ:n] газон  
 layout ['leɪaʊt] планировка  
 leaf [li:f] лист  
 lessen ['lesn] уменьшать  
 maintenance ['meɪntənəns] поддержание  
 margin ['mɑ:dʒɪn] кромка листа  
 marshland [mɑ:ʃ] болотистая местность  
 measure ['meʒə] измерять  
 medicine ['medsɪn] медицина  
 medieval [mɛdɪ'i:vəl] средневековый  
 moderate [mɒdəreɪt] умеренный  
 monastery ['mɒnəstəri] монастырь  
 moss [mɒs] мох

nutrient ['nju:triənt] пита́тельное вещество  
 obstacle ['ɒbstəkl] препя́тствие  
 ornamental [ɔ:nə'mentl] декорати́вный  
 ounce [auns] у́нция  
 palace ['pæləs] дворéц  
 patch [pætʃ] заплáта  
 peat [pi:t] торф  
 perception [prə'sepʃən] восприя́тие  
 perennial [prə'reniəl] многолётный  
 permit ['pə:mit] позволя́ть  
 pertain [prə:'teɪn] отно́ситься  
 pot [pɒt] горшóк  
 plant [plɑ:nt] растéние  
 playground ['pleɪgraund] площа́дка  
 plinth [plɪnθ] поста́мент  
 preservation [prɛzə'veɪʃən] сохрани́ение  
 prune [pru:n] подстрига́ть  
 public ['pʌblɪk] обще́ственный  
 rectangular [rɛk'tæŋgjʊləʔ] прямоугóльный  
 reduce [rɪ'dju:s] сокра́щать  
 resin ['rezɪn] смола́  
 responsible [rɪs'rɒnsɪbl] отве́тственный  
 restorative [rɪ'stɔrətɪv] укрепля́ющий  
 require [rɪ'kwaɪəʔ] нужда́ться  
 reveal [rɪ'vi:l] обнару́живать  
 roof [ru:f] крýша  
 root [ru:t] кóрень  
 search [sə:tʃ] рóзыск  
 seasonal ['si:znl] сезóнный  
 select [sɪ'lekt] отбира́ть  
 shape [ʃeɪp] фóрма  
 shrub [ʃrʌb] куст  
 site [saɪt] ме́сто  
 sketch [sketʃ] эски́з, набрóсок  
 slab [slæb] плитá  
 soak [səuk] промочíть  
 soil [sɔɪl] пóчва  
 sprinkle ['sprɪŋkl] ме́лкий до́ждь  
 stem [stem] ствол  
 support [sə'pɔ:t] подде́ржка;  
 surface ['sə:fɪs] пове́рхность  
 surround [sə'raund] окружа́ть  
 term [tə:m] те́рмин

therapeutics [ˌθerəˈpju:tiks] терапия  
tissue [ˈtɪʃu:] ткань  
topiary фигурная стрижка кустов  
trial [ˈtraɪəl] проба  
trim [trim] подстригать  
trench [trɛntʃ] канава  
trunk [trʌŋk] ствол  
twig [twig] ветка  
value [ˈvælju:] ценность  
walkway [ˈwɔ:kweɪ] пешеходная дорожка  
waterfall [ˈwɔ:təfɔ:l] водопад  
visibility [vɪzɪˈbɪlɪti] видимость  
vista [ˈvɪstə] вид  
withstand [wɪθˈstænd] выдерживать  
weed [wi:d] сорняк  
well [wel] колодец

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